

1990

Master's Programs: Child and Youth Care Administrators Family Support Studies Application Packet 1990-1991

Nova University

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M A S T E R ' S P R O G R A M S :

CHILD AND YOUTH CARE ADMINISTRATORS

FAMILY SUPPORT STUDIES

A P P L I C A T I O N P A C K E T

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NOVA UNIVERSITY
CENTER FOR THE
ADVANCEMENT OF
EDUCATION

PROGRAMS IN
CHILD AND YOUTH
STUDIES



3301 COLLEGE AVENUE
FORT LAUDERDALE
FLORIDA 33314

Please list all colleges and universities attended. **An official copy of your bachelor's transcript is required.**
Send it to:

Director
Programs in Child and Youth Studies (M.S.)
Center for the Advancement of Education
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree	(Mo/Yr)

Citizenship Status

☐ U.S. Citizen
☐ Non-resident Alien
☐ Resident Alien

Do you require an I-20? ☐ Yes ☐ No

If you have a Visa Indicate Status Code _____

Country of Citizenship _____

Native Language _____

Resident alien students are required to submit a copy of their alien registration card. For more information contact the International Student Office (305) 475-7413.

Ethnic Origin Data (This information is requested for reporting purposes only)

Check one of the following:

☐ White not of Hispanic origin

☐ Black not of Hispanic origin

☐ Hispanic origin

☐ Asian or Pacific Islander

☐ American Indian or Native Alaskan

Applicant Status at Time of Application

First time attending Nova University? ☐ Yes ☐ No

Financial Aid:

Have you applied for Financial Aid? ☐ Yes ☐ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? ☐ Yes ☐ No

If yes, when was the F.A.F. sent to Princeton, N.J.? _____
Date

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Applicant Signature

Date



Programs in Child and Youth Studies
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Supplementary Application

Master's Program for Child and Youth Care Administrators Master's Program in Family Support Studies

Name _____ Telephone (____) _____

Address _____
Street _____

_____ City _____ State _____ Zip _____

Employer _____

Business Address _____
Street _____

_____ City _____ State _____ Zip _____

Business Telephone (____) _____

Professional Information

1. PRESENT POSITION:

Your Title: _____ Your Starting Date: _____

Number of persons you directly supervise: _____

Number of children served: _____

Budget allocation for your area of responsibility: _____

Immediate supervisor (if applicable): _____

Name _____	Position _____
------------	----------------

The major assignments and responsibilities in your present position: _____

The proudest accomplishments in your present position: _____

Your greatest disappointments: _____

Your strengths: _____

Your weaknesses: _____

- 2. Previous Positions - Please list previous employment in chronological order beginning with your present position.**

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

3. Recommendations:

Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of the three individuals should be your immediate supervisor. Please use the attached forms when requesting recommendations.

1. _____ (_____) _____
Name Title Telephone
2. _____ (_____) _____
Name Title Telephone
3. _____ (_____) _____
Name Title Telephone

- 4. List any additional professional and/or career related experiences you have had (e.g., workshop leader, adjunct faculty, conference leader, keynoter, etc.). (Please attach resume.)**

- 5. List below the titles of any professional writing you may have done in the past. Please include undergraduate honors thesis, publications, work related projects, grants, etc.**

- 6. Do you intend to transfer any graduate level credits toward your master's degree? ____ Yes ____ No**
If yes, list course number, title, institution, and dates:

Personal Background

Wife/Husband _____

Children (names and ages): _____

Magazines you regularly read; books you have read recently: _____

Hobbies or recreational interests: _____

Civic or community activities and offices held: _____

Describe an accomplishment, involving a group or organization, of which you are most proud. Describe your role in helping to achieve the positive outcome: _____

What do you regard as the major problems in your field today?

a) _____

b) _____

c) _____

The contribution you are seeking to make to the resolution of one or more of these problems (please identify the problem(s)):

Your expectations for this master's degree program (skills, knowledge, attitudes):

Narrative Section

Please respond to the following requests as fully as possible in narrative form. Each response must be a minimum of 400 words and typewritten on a separate sheet(s) of paper. The responses will be assessed for content, organization, critical thinking, and writing skills, and for the potential to perform competently in this program.

1. The attached article, "A Leadership Challenge" by Hy Resnick, presents the argument that positive change in organizations is not haphazard, but the result of careful, detailed planning. Although Resnick is discussing one domain of working with children, his thesis has important implications for other fields as well. Discuss the ideas presented and apply them to your own work setting.
2. Provide an autobiographical summary. Include details that shed light on your decision to enter and assume a leadership role in your field.

Acknowledgement of Program Requirements:

I understand that the broad requirements for the program include passing each of the study areas, successfully performing and reporting upon the practicum, and attending the summer institute.

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Signature _____ Date _____

Mail completed application to:

Director
Programs in Child and Youth Studies (M.S.)
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Hy Resnick, Ph.D.

A Leadership Challenge

Managing Organizational Change in Youth Care Agencies

Managers are fond of saying that change is the only constant in their work. Either we manage change or we are managed by change (Oppenheimer, 1955). Managers of youth care organizations today face a demand for change in their organiza-

tions if only because change is so pervasive in the world around them.

Managing change means planning and organizing a sequence of activities (staff meetings, informal conferences, memos, retreats, etc.) that promotes administrative and staff team-

work towards desirable changes in policies, programs, organizational culture, physical environment, procedures, or relationships. Such change in a youth care organization may lead to improved services, more efficient and cost-effective operations, or better morale (Bennis, Bennis, & Chin, 1975; Brager & Holloway, 1978). Some examples follow:

- Changing the physical environment, e.g., eliminating a physical barrier in the dining room of a group home so young residents can interact more with each other (or erecting one so they can interact less).

- Changes in word or data processing activities to upgrade clerical functions, improve their morale, and speed the work.

- Reducing, increasing, or eliminating a program because of cost, quality, duplication, or change in need.

- Introducing a training program for board members to enhance their knowledge of board policies or to improve their skill in group decision-making, public speaking, or fund raising.

All of these organizational changes should be managed according to a set of principles of change. This paper will focus on and offer some preliminary answers to the following questions:

- What are some of the *erroneous assumptions* youth care managers make about people and change?

- What *preconditions for change*

continues



“One assumption often made by youth care managers is that staff resist change . . . people do not necessarily resist change, but resist BEING CHANGED.”

A Leadership Challenge — continued

are desirable before a manager begins a change project?

— What basic *dimensions of change* should managers be aware of?

— What *principles of successful change* should guide the design and implementation of a manager's program for organizational change?

— What is *resistance to change* and where does it come from?

Erroneous Assumptions

One assumption often made by youth care managers is that staff resist change. Mogeson, an industrial psychologist, clarified the limitations of this notion by noting that people do not necessarily resist change, but resist **being changed** (Myers, 1978). Low and middle echelon staff often have useful ideas about what needs changing in their work place, but they rarely are given the opportunity to suggest or make changes themselves (Patti & Resnick, 1972). Instead, changes often are "done" to them. When this occurs there is a tendency to resist these changes — to resist being changed. If staff were asked more often about what changes they wish, this assumption about staff resistance might wither away in the face of their innovative and practical ideas for change (Kantor, 1983).

A second assumption is that the **planning** of a change in one's department or organization can be kept separate from the **implementation** of that change (Weatherley & Lipsky, 1977). Managers often assume that the planning of an organizational change is best done by management and implementation of a change is best performed by staff. Unfortunately, many have learned the painful lesson that the staff who implement a change have sufficient resistive power to block the best of management's planned changes. This is especially true when it upsets the established work equilibrium. Managers of youth care organizations must learn how to make the staff *partners* in the change process. Staff needs to be brought in *prior* to the implementation of a change. It is preferable to get the staff involved as *early* as pos-

sible in the planning phase (Patti & Resnick, 1984).

A third common assumption is that any change can be managed effectively regardless of its context within the organization (Weissman, Epstein, & Savage, 1983; Snyder, 1982). For example, if a youth service agency's recent history includes many changes, then staff, management, or both may be experiencing overload. No matter how sound or important the new change might be, those affected will find it difficult to support the change. If there is a climate of fear or distress in the organization, ideas for change may be met with resistance, indifference, or both. Such problems in an agency must be dealt with directly and openly before a change project can be launched. Change projects that are perfectly sound may be resisted because of these contextual problems.

Probably no other factor so powerfully and so adversely affects the management of change as a lack of trust between youth care staff and management (Kennedy, 1981). Most workers want to help the young people they work with get the best out of life. If these youth care workers see that their supervisors and executives also are trying to achieve this goal, an open and trusting climate can be established in the organization. Unfortunately, *trust tends to be unstable whereas distrust is more unstable*. This means staff and management have to put more energy in trusting each other than into distrusting each other.

4. Funds and the necessary expertise are available to implement changes. At a minimum, three kinds of expertise are needed: (a) skills on the part of management to persuade, motivate, and lead staff groups in-

“A second assumption is that the planning of a change in one's department or organization can be kept separate from the implementation of the change.”

Preconditions for Change

Five preconditions for change are cast here in ideal terms. It is unrealistic to expect that all of these preconditions will be fully met.

1. A widespread agreement exists that a particular problem needs to be solved. For a change to be accepted and implemented, many levels of the organization need to agree that the change is necessary. Otherwise, managers may be pushing for a change that the staff will resist.

2. A top administrator supports the change in the belief that it will be of both personal and organizational benefit.

3. Administration and staff trust one another. Trust may be difficult to maintain in youth service organizations, but it is essential to do so.

involved in a change process; (b) knowledge of the dynamics of organizations and how they work during periods of change; and (c) a special knowledge of informal groups and networks in order to assess their potential as positive or negative forces in change. Money also needs to be available to pay for everything from staff retraining courses to new equipment.

5. A positive history of change exists in the organization. Frequent and excessive change can lead to exhaustion, even if the change is perceived positively by the staff. If there have been too many inflated promises about what change can bring, cynicism about change should result. Both exhaustion and cynicism in an or-

ganization are forces that often prevent staff from supporting further change efforts.

Dimensions of Change

Once the preconditions for change are met, a working familiarity with the following dimensions of the change process can positively influence a change effort (Zaltman, Duncan, & Holbek, 1973).

Five dimensions of special import:

1. Relative advantage of the posed change.

This relative advantage can take the form of

- Greater efficiency. For example, a change project might introduce a new procedure that is easier or quicker to perform than before.

- Reduced conflict between departments or between the financial manager and the program director.

- Increased job satisfaction. For example, if the social work staff shifted from doing group orientation interviews, their group work skills should improve, thereby increasing their sense of job satisfaction.

Or if staff are told to change jobs, they may resist simply because the change requires a move from a comfortable set of peer relationships to an unknown set of peer relationships!

3. Divisibility.

Divisibility refers to how limited in scale an organizational change can be. If changes can be implemented on a limited scale, the likelihood of acceptance becomes much greater. This is a desirable characteristic to have in a change project because extensive organizational changes, regardless of merit, have difficulty gaining acceptance. Understandably, the very magnitude of some changes may rule out their acceptance.

4. Reversibility.

Sometimes even carefully designed change projects do not have the effect desired. Reversibility refers to how easy it is to back out of a change project once it has gotten started. The easier it is the better. In fact, change projects that are easy to reverse are more likely to be approved in the first place.

5. Complexity.

Complex change projects are not

system to backslide.

Principle #1

To change a unit or some aspect of a unit, relevant aspects of that unit's environment in the organization must also be changed (Monane, 1967). An example from industry may serve to illustrate this point:

In a doll factory a number of years ago, a group of workers on a mass assembly line suggested a change to their supervisors. They suggested that the speed of the assembly line be increased in the morning and decreased in the afternoon. Because they were fresh in the morning, they felt they could handle a higher speed than in the afternoon, when they felt more fatigued. The supervisor, who was new to his job, made the changes. To his surprise, not only did productivity improve, but so did absentee rates, turnover rates, and lateness rates. One would expect such a beneficial change to be diffused throughout the organization, but surprisingly it wasn't. When other workers in other sections of the factory requested similar changes, their supervisors (mostly old-timers) refused. In fact, the older supervisors attacked their new colleague, saying that he was weak and a trouble-maker who caused all kinds of problems. Because of the furor created, the works manager finally vetoed the change and returned the production to a uniform line speed. The innovative supervisor quit, as did many of his workers. Productivity fell back to the old lower rate.

The key principle to recognize here is that a prerequisite for change in one area of an organization may be lateral change throughout the organization.

Principle #2

The second principle of change is related to the first. *To change behavior at any one level of an organization, it often is necessary to achieve complementary or reinforcing change in the organizational levels above and below* (Chin, 1976).

For example, consider what might happen when an organization

“A third assumption is that any change can be managed effectively regardless of its context within the organization.”

2. Impact on social relationships within the organization.

This important dimension of organizational change is not well discussed in the literature. Many beneficial changes planned by youth care administrators may be strongly resisted by staff, not because of the change idea itself, but because of the powerful impact these changes would have on the social or professional relationships. For example, establishing a clerical pool for word processing may be cost effective, but if as a result secretaries lose favorable and prestigious relationships with administrators, then this might be resisted.

likely to be adopted. Change projects that are easy to understand, implement, and utilize stand a better chance of being accepted and receiving support.

Principles of Successful Change

One of the most difficult and painful realities of change in organizations — and in all social systems — is a tendency to “backslide” after pressures for change have been relaxed. There is a tendency to revert to previous levels or models of functioning (Lewin, 1947). The following principles, if successfully implemented, should reduce the tendency of a

changes from using private secretaries to using a clerical pool. The private secretaries might resist the change because of the loss of prestigious personal relationships with both supervisors and managers. Managers and supervisors may resist, too. On the one hand they might support such a move for the sake of efficiency. On the other hand, they might resist the loss of their valuable private secretary. In this case, the change agent needs to convince both the secretaries and the bosses.

A number of years ago, top military officials tried to change the role of the sergeant from a tough-driving, autocratic leader to a more supportive and understanding leader. The top brass had good reasons for making the change. Research showed that they were attracting a more highly educated recruit than they had in the past. It was likely that the new recruits would resist the traditional-styled sergeant and his demand for unquestioning obedience. However, when attempts were made to change the sergeant's role, it was discovered that the second lieutenant's role at the next higher level also had to be altered. Now the second lieutenant could not use the authority of chain command as before. Just as the sergeant could no longer count on unquestioning obedience from his subordinates, neither could the second lieutenant. It was soon realized that if the new role of the sergeant was to work, then the role of the second lieutenant would have to be revised as well.

The principle is clear. If a significant change in one level of an organization is to be successful, a corresponding change at other levels above and below may be necessary.

Principle #3

The third principle of change is familiar to many managers. *Both the formal and the informal organization of an institution must be considered in the planning of any process of change.*

Besides the formal structure, every social system has a network of cliques and informal groups. These informal associations often exert strong restraining influences on institutional

changes. Unless their power can be harnessed in support of a change, no enduring change is likely to occur. The informal groupings often have a strong influence on a staff member's rate and quality of work, too. Sometimes their influence is stronger than that of the supervisor. Any worker who violates the group's norms invites ostracism. This is a consequence few workers dare to face. The approval of a peer group often is more important to the staff than the approval of supervisors. Involving these informal groups in the planning of changes requires ingenuity, sensitivity, and flexibility on the part of administration.

change is where some stress and strain currently exist in the system. The time to begin change is when the stress and strain cause dissatisfaction with the status quo. This principle recognizes that the manager has a choice concerning what to change in his or her unit or organization. For example, if staff complains that not enough information is passed from day shift to night shift, then management can provide the leadership necessary to confront the problem. Because staff has a stake in reducing their own stress and strain, management can expect staff not only to accept and support the change, but also to participate in the change process.

“To change a unit or some aspect of a unit, relevant aspects of that unit's environment in the organization must also be changed.”

Principle #4

Members from all levels of an organization ought to be involved in responding to the following questions.

1. What is the situation needing change?
2. What will the situation look like after the change?
3. What mechanism or process should be used to make the change?
4. How should the implementation plan be designed so as to ensure that the change is successful?

When staff are involved in all four major decisions of the planning process, their commitment and trust will be good. This bodes well for the successful implementation of the proposed change.

Principle #5

Select an aspect of the organization for change where there is dissatisfaction with the status quo among the staff, and/or clients, or both.

Managers must not focus a change in an area if only the managers think it needs fixing. The place to begin

Management's payoff for responding to the staff's complaints is the creation of a climate conducive to further change. Perhaps the next change made will satisfy management's needs.

Resistance to Change

The issue of resistance to change is a constant concern of administrators seeking to manage change. Much has been written about it in the literature dealing with change. Many behaviors can be construed as resistance to change. They will have in common an attitude of fear or discomfort toward the change being planned. The actions could come from an individual or a group and be conscious or unconscious, planned or unplanned (Klein, 1985). The major sources of resistance can be understood both as a function of personality and as a function of organization (Watson, 1967).

Personality

Four variables explain resistance to change from a personality perspective:

1. Personal equilibrium. Staff in youth-serving agencies develop a personal equilibrium that serves to integrate the often conflicting demands of youthful clients, supervisors, administrators, and personal needs. This equilibrium, when reinforced by the staff and agency infrastructure, can become quite a significant force against change if individual staff members view the change as upsetting to their personal equilibrium.

change requires giving up something of the past.

Organizational

Another four variables explain resistance from an organizational perspective:

1. Territory. Organizational members spend considerable time and energy developing territories in their organization. These territories may take the form of formal departments, informal friendship groupings, or

rank and file. "Shaking their tree" should be done only with caution or not at all.

4. Resources. As a result of the informal networks that proliferate in organizations, some organizational members control (or have special access to) a wide range of resources. These may include special agreements with top management, access to word processing, or janitorial services. Managers who advocate changes that affect that member's control of these informal networks may encounter reduced access to the resources needed to implement the change.

These and other organizational variables, when added to the personality variables identified in the previous section, explain why organizational resistance so readily emerges when efforts occur to improve or change the organization.

Change-oriented managers can deal with staff resistance by making use of these concepts:

- Provide staff with sufficient time to digest the details of the suggested change.

- Offer opportunities for small groups (as well as large groups) to discuss, critique, and perhaps modify organizational change items put forth by management.

- Involve the staff *early* in the planning phase of an organizational change.

- Share hidden agendas with the staff about the proposed change.

- Make explicit the kind and amount of resources available for a given change project.

Such behaviors and opportunities can go a long way toward neutralizing staff's general resistance to change.

Conclusion

Increasingly, managers of human service organizations are called upon to modify their agencies in response to changing environmental factors. The management of these changes can be guided by principles developed by management science re-

“Members from all levels of an organization ought to be involved in the decision making surrounding basic issues; multilevel involvement is tied directly to the overall effectiveness of change.”

2. Primariness. The way an individual first successfully copes with a situation sometimes sets a pattern that is unusually persistent. For example, some faculty continue using the same didactic teaching methods with graduate-level students that first were successful with undergraduate students. Some faculty do not take the advice of studies showing that case study and experimental learning are more effective methods to use with adult students.

3. Dependence. Over time, some staff become dependent upon the old ways of doing things. They find it psychologically frightening to try new ways of working with residents, subordinates, or managers. Staff members may not be conscious of their fear, but its existence usually is evident in their arguments against the change ideas.

4. Glorification of the past. Another way to look at resistance is from a psychological point of view. Both managers and staff have a tendency to romanticize the past. Glorification of the past can prove to be a major obstacle to change because

other bits of “property” that are developed in organizations. When changes threaten (i.e., appear to reduce the size, group composition, integrity, resource base, or physical environment of their territory), holders of this territory typically resist in a variety of ways in order to maintain their prerogatives.

2. Social grouping. Over time, organizational members who work closely with their colleagues build strong bonds with each other. The bonds and the social groupings that emerge may become powerful forces for workers whose job satisfaction may otherwise be low. Changes that have the effect of severing these bonds may be resisted mightily, despite their potential for good in the individual department or organization as a whole.

3. Social power. Organizational members sometimes achieve a great deal of informal social power in their work groups. These “influentials” may wield enormous power in organizations and the capacity to lock and unlock the energies and high quality standards adhered to by the

A Leadership Challenge — continued

searchers and management practitioners. These principles help the child care manager not only to increase the effectiveness of given change efforts, but also to create a climate in the agency that is receptive to change.

Hy Resnick, Ph.D., is professor of social work, School of Social Work, University of Washington, Seattle, Washington.

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Programs in Child and Youth Studies
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

- ☐ **Master's Program for Child and Youth Care Administrators**
☐ **Master's Program in Family Support Studies**

Recommendation

Name of Applicant: _____ (cluster location)

Address of Applicant: _____ (street)

_____ (city) _____ (state) _____ (zip)

Telephone Number of Applicant: () _____

(The information above is to be filled in by the applicant)

The above named individual is seeking admission to a field-based graduate program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the field; (2) potential for providing leadership to the field; and (3) ability to succeed in a program requiring a good deal of independent study (high motivation and tenacity are required). Finally, please say a word about the applicant's success in meeting the challenges of his or her present position. Thank you for your assistance

(continue statement on reverse, if necessary)

Please send to:

Director
Programs in Child and Youth Studies (M.S.)
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314
305/475-7457

Signature _____

Name (type or print) _____

Position _____

Address _____ (street)

_____ (city) _____ (state-zip)

Phone: () _____

Date: _____

Information Waiver to be completed by applicant *before* giving it to source of reference.
Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment) enacted on December 31, 1974.
I DO __, I DO NOT __ waive the right to inspect and review this completed recommendation.

Social Security Number

Applicant's Signature

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

REPORT OF THE
COMMISSIONER OF THE
BUREAU OF CHEMISTRY
AND
MINERALOGY
FOR THE YEAR 1900

BY
J. H. MANNING
CHIEF OF BUREAU

CHICAGO
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1901

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Signature _____

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Position _____

Address _____ (street)

_____ (city) _____ (state-zip)

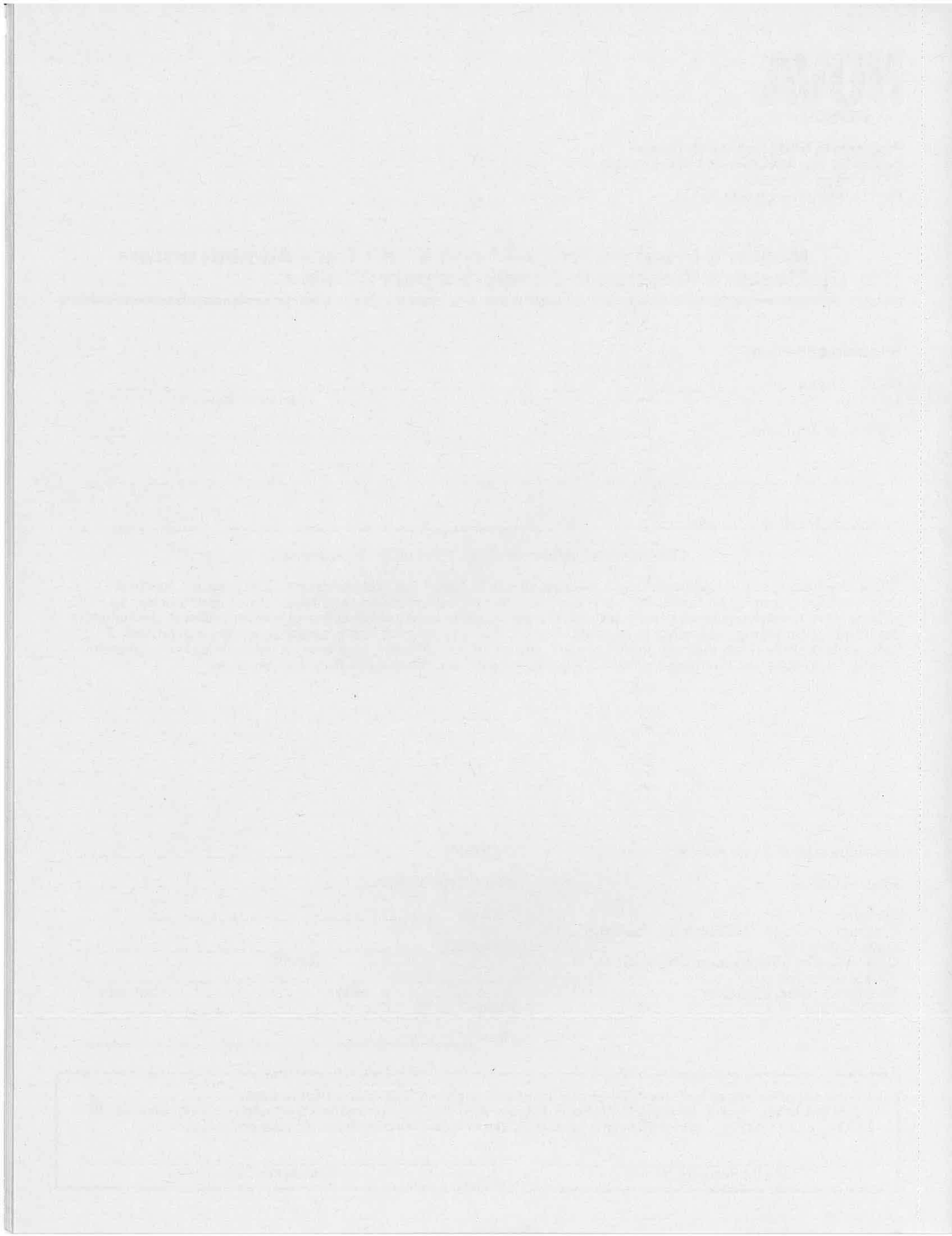
Phone: () _____

Date: _____

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- ☐ **Master's Program for Child and Youth Care Administrators**
☐ **Master's Program in Family Support Studies**

Recommendation

Name of Applicant: _____
(cluster location)

Address of Applicant: _____
(street)

(city) (state) (zip)

Telephone Number of Applicant: () _____
(The information above is to be filled in by the applicant)

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305/475-7457

Signature _____

Name (type or print) _____

Position _____

Address _____
(street)

(city) (state-zip)

Phone: () _____

Date: _____

Information Waiver to be completed by applicant *before* giving it to source of reference.
Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment) enacted on December 31, 1974.
I DO___, I DO NOT___ waive the right to inspect and review this completed recommendation.

Social Security Number

Applicant's Signature

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Programs in Child and Youth Studies
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

- ☐ **Master's Program for Child and Youth Care Administrators**
☐ **Master's Program in Family Support Studies**

Bachelor's Degree Transcript Request and Transmittal Form

STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks in both sections.

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution. Please return the transmittal form along with my official transcripts.

A. I attended your school from _____ to _____

B. While in attendance my name on your records was:

Last

First

Middle/Maiden

C. My student identification number was: _____

Thank you for your assistance.

Student: _____

Sincerely,

Address: _____

Signature

Bachelor's Degree Transcript Transmittal Form

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT TO:

Director
Programs in Child and Youth Studies (M.S.)
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Name _____

Last

First

Middle/Maiden

Address _____

Street

City

State

Zip

Cluster Location _____

Social Security # _____ / _____ / _____ Date _____

PLEASE SEND _____ COPIES TO NOVA UNIVERSITY _____

Indicate Program Applied for



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3301 College Avenue
Fort Lauderdale, Florida 33314

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-

Financial Aid Survey Form

Name _____

Address _____

Social Security Number: _____/_____/_____

Phone Number: (Day) _____ (Eve.) _____

Please answer the following and return with the application form.

1. Do you plan to apply for financial aid?

____ Yes

____ No

2. Have you ever received a student loan?

____ Yes

____ No



3301 COLLEGE AVENUE
FORT LAUDERDALE
FLORIDA 33314